

THE NEGRO COLLEGE QUARTERLY

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Also in regard to the degree of injustice, and the degree of cruelty, I do not think we have the right to throw stones. Because I tried to point this out in my pamphlet "Hate-Mongers Again?" an old friend wrote me: "We have made many mistakes in our treatment of Negroes, and they have grounds for their grievances, but to put that on a par with Nazi brutality you must know is utterly absurd." The trouble is I happen to know that it is not "utterly absurd." This friend was probably brought up, as I was, to think what Harriet Beecher Stowe wrote was "absurd." . . . I doubt if my friend has ever even read *Uncle Tom's Cabin* (I did not until after I was fifty) and I am sure she has not read *Uncle Tom's Children* or *Native Son* . . . and to read the statistics gathered by *The National Association for the Advancement of Colored People* concerning lynchings, and the descriptions of those lynchings, would be impossible for her.

I am also sure that this friend will not read (as I am afraid even most of those to whom I am addressing this paper will also not read) *S. O. S. Indo-China* by ANDRÉE VIOLLIS, *Les Secrets de l'Afrique Noire* by MARCEL SAUVAGE, *Voyage au Congo* (translated under the title *Travels in the Congo*) by ANDRÉ GIDE, *The White Sahibs in India* by REGINALD REYNOLDS, *How Britain Rules Africa* by GEORGE PADMORE, *The Life and Death of Roger Casement* by DENNIS GWYNN, *Puerto Rico: A Broken Pledge* by B. W. and J. W. DIFFIE; and I might give the names of many more books, many authenticated revelations of cruelties which show that brutalities occurring in America and in the colonies of the "United Nations" . . . are not only comparable to, but, if only cold numbers and percentages of those suffering are considered, far surpass Nazi brutalities. Of course this is only a statement; but I have offered the proofs. Then there are verified stories of German soldiers, forced to carry out the orders to execute helpless groups of Jews, committing suicide, rather than live with such a memory. I have yet to learn of a lynch, or a sheriff permitting a lynching, sensitive enough to feel that that memory was one he could not stand. Nearly every honest Jewish refugee can tell of Germans who ran great risks to help their Jewish neighbors. How many wives and relatives of Negroes lynched can tell of white people who really ran great risks to prevent the lynchings? (There are some, I know, but not many.) All this, of course, does not excuse Nazi brutalities; but it does take away all validity from our claim that we have the right to be judges and avengers.

—ANNA MELISSA GRAVES in her forthcoming book,
"Both Deeper than and above the Mélée"

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Editorial Notes

ACADEMIC FREEDOM

BECAUSE WE FEEL THAT Negro educators, administrators, boards of trustees, and teachers are definitely interested in democratic principles for which the present war is supposedly being fought, we are presenting below the interesting University of Texas case of both despair and hope—of despair because such a case should not have arisen at a time when we are fighting Nazism with its intolerant and regressive nature, and of hope because so many educators seem determined to fight this case to the limit instead of taking it "lying down." We might add here that the University of Texas has produced in recent years many liberal-minded and emancipated white leaders, and it may be that this growing awakening of the white youth is responsible for the several reactionary movements that have developed there in the last ten years. Texas is no more slumbering in smug ignorance like some other Southern states. Nevertheless, it is a sad commentary on the human race that ignorance, prejudice, short-sightedness, and intolerance which persecuted Socrates before the birth of Christ are still persecuting persons with progressive ideas after nearly 2000 years of professed Christianity by these persecutors! The account given below is based upon the statement released by the National Federation of Constitutional Liberties, Room 1613, 205 East 42 Street, New York City 17.

On November 1, 1944, Dr. Homer P. Rainey was dismissed as President of the University of Texas. The Board of Regents

voted 6-2 in closed session to dismiss him, offering no explanation but that "the interest of the University requires it."

Dr. Rainey, a symbol of academic freedom and democratic principles, has not yet been reinstated. However, an increasing number of people throughout the country, both educators and others, recognize that his dismissal is not simply "a Texas problem" or "a Southern problem," but rather a fundamental issue for the entire country. If the very powerful forces which have engineered this, and which are manifestly imbued with concepts inimical to American democracy and the most elementary principles of academic freedom, go unchallenged in one of the nation's greatest universities in the largest state in the Union, the danger to education and educators in the entire nation is obvious. In a period in history when education must be counted upon to strengthen democracy and to help guarantee mankind against a third and unthinkably devastating world war, this case assumes even greater importance for all Americans regardless of race.

Dr. Rainey's dismissal is the climax of a series of efforts by the Board of Regents to curtail academic freedom at the University. On November 3, 1944, the American Association of University Professors stated that during the past four years there had been dismissals and threats of dismissals of members of the faculty of the University of Texas by the Board of Regents of the University contrary to the recommendations and over the protests of the responsible administrative officers of the University, Dr. Homer P. Rainey, President, Dr. John A. Burdine, Vice-President, and the Chairmen of the several departments concerned. *The Association further stated that the circumstances of these dismissals and threatened dismissals indicated a complete disregard of the principles of good academic practice with reference to intellectual freedom in colleges and universities generally recognized and observed by the administrations of accredited institutions.*

Dr. Rainey's report of October 12 to the faculty was made public because Dr. Rainey stated that the matter was of great consequence to the welfare of the University. This report detailed

some sixteen specific points, including citations of interference by the Board in the administrative affairs of the University and the Board's attempt to abolish the University rule of faculty tenure. When Dr. Rainey's support of faculty tenure was upheld by the State Attorney General's Office, the Board revised the rule to weaken it.

On November 3, 1944, the American Association of University Professors, the champion of academic freedom, made the following significant comments on this case in regard to the attitude and actions of the Board of Regents of the University of Texas—*comments to which all boards of educational institutions, be they colored or white, or state-, church-, or privately-supported institutions, should pay serious attention if they are interested in developing sound and progressive ideas that go to build a firm foundation for a democratic way of life.*

A university is not a proprietary institution. The trustees of a university are trustees for the public, the whole of the public. University cannot be permitted to assume proprietary attitudes and privileges. They have no moral right to bind the reason or the conscience of the members of the faculty. All claim to such right is waived by the appeal to the public for contributions or by support from taxation. Any university which lays restrictions upon the intellectual freedom of its faculty proclaims to the public that it is a proprietary institution, and the public should be advised that while so administered the institution has no claim whatever to general support. This distinction between a proprietary institution and an educational institution is recognized and generally observed by most boards of trustees of colleges and universities. There are, however, still a few boards of trustees, particularly in our state universities, who regard their relationship to the faculty to be that of a private employer to his employees in which trustees are not regarded as debarred by any moral restrictions beyond their own individual sense of expediency from imposing their personal opinions upon the teaching of the institution or even from employing the power of dismissal to gratify their private antipathies and resentments. The facts of the present situation at the University of Texas indicate that such is the attitude of a majority of the members of the Board of Regents of the University of Texas.

On November 16 the Texas Senate Committee on Education, headed by Senator Penrose Metcalf, began an investigation of the Rainey Case. Dr. Rainey testified first, and in addition to presenting many facts concerning violations of academic freedom and charging that there is an interlocking directorate of boards in many Texas institutions, he refuted several of the charges being made about him in whispering campaigns. He denied the rumor that he is a communist, or that there is communism at the University; he stated that he had never advocated education of Negroes and whites at the same school in the South, but that he is "proud to be known as a friend of the Negro." Regent Strickland objected in and out of the hearings to out-of-state trips Dr. Rainey had made, along with many others, for speaking engagements to interracial organizations. The Committee was scheduled to begin the day before, but was held up because its authority to carry on the investigation was questioned by Lt. Governor John Lee Smith. Smith is generally considered one of the most reactionary Texas politicians, and is reputed to be very friendly with many members of the Board of Regents. It is noteworthy that the faculty, students, alumnae, and others supporting Dr. Rainey in his fight for reinstatement, had worked hard for the investigation and were eager that it start as soon as possible.

Commenting on this case Dr. Frank P. Graham, President of the University of North Carolina and Honorary Chairman of the Southern Conference for Human Welfare, makes this observation: ". . . I am sure you have felt as I that every effort must be made to secure Dr. Rainey's reinstatement. . . . It is one of the clearest and most flagrant attacks on academic freedom ever aimed at a Southern college. . . . I believe it is possible to force his reinstatement since the entire faculty and student body of the University is supporting him so strongly."

The Campus of Tomorrow

DWIGHT E. STEVENSON, *Professor of Religion and Philosophy*
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IN THESE LATTER YEARS it has become fashionable to trace the shape of things to come. In time of peace, we talked of the coming war; in time of war we talk of the coming peace. In the college of today we plan for the college of tomorrow. Such a preoccupation with the future can become a neurotic escape from the tangled problems of the world as it now is, but we run that danger only when we conceive the future in Utopian terms, of a different stuff from the real world, and unconnected with the present. Soberly seen, tomorrow begins today, and in the trends and forces already at work, a corner of tomorrow's world is edging itself into this one.

Therefore, as a kind of check and balance to our eager imagination, it becomes wise to point out that tomorrow's college will be different only in the ways which social dynamics now at work make imperative and inescapable.

EDITORIAL NOTE: This article appeared originally in the December, 1944, issue of the Association of American Colleges Bulletin and is reprinted here, with slight changes, with the consent of the writer and the publishers. Most Negro colleges, while not affected as seriously as many white colleges by the ASTP, CNTU, and other accelerated programs, will, more or less, face identical postwar problems discussed in this article. It is time that our colleges do a little of their own thinking, pioneering, experimenting, and advance planning instead of blindly aping large white colleges—aping that often takes place thoughtlessly and hastily (witness, for example, some of our bungled accelerated programs in colleges that did not need them). Aping in itself is not bad if it is done wisely and discriminately and without losing sight of the fact that the mere possession of an elaborate machine or tool or program is not an end in itself as many of us seem to think and that without its skillful use and practical application it is liable to do more harm than good.

FACTORS AT WORK

For the past two decades "the higher learning" has been in constant change. The war, I think, has done little more than accelerate the pace. The restudy of curriculum and of educational aims started in earnest about fifteen years ago. That movement brought us the mechanism of the Upper and Lower Division, and it gave all trembling seniors the precious gift of the comprehensive examination. I must not neglect to mention all the aptitude, placement, and I. Q. tests it gave the freshmen nor the system of freshmen counseling that emerged out of this same period. Other colleges saw the development of the Hiram plan of studying courses in consecutive concentrations of nine weeks rather than in the simultaneous study of several courses in general use. It saw the Antioch plan with its alternation of school and work. The same era saw many other changes to witness the spirit of self-examination and critical open-mindedness which has been working all this time.

Three years ago last June all American colleges embarked upon accelerated programs. Formerly it has taken four long years to make a Bachelor of Arts; now we could do it in two years and eight months. Whereas it had required eight or nine years to make a Doctor of Medicine, we can now manufacture one in five or six. In accelerating the students, we now discover, we were quickening numerous changes in educational philosophy and institutional policy, so that a transition which might have required a decade was now accomplished in a year or two years. If we could go back to the form of the prewar college tomorrow morning, it would be impossible to return to the mind of the prewar college! That has been profoundly altered.

The Army Specialized Training Programs and the College Naval Training Units, needless to say, have altered the whole form and much of the content of higher education, and even when the units are gone, their influences will linger to make lasting changes in the schools that housed and trained them.

Nothing in the history of American higher education can

compare with the importance of the "G. I. Bill of Rights" recently enacted by Congress and committed to the Bureau of Veteran Affairs for administration. The Congress has deemed the colleges so important in its postwar planning that it is willing to spend an average of \$1100 per year per person to all veterans who care to qualify for this opportunity. Perhaps as many as 2,000,000 men will take advantage of it. Our colleges and universities have never had that many students enrolled at any one time and they are not now equipped either to house them or to instruct them. The administration of this bill may be expected to prolong the wartime transition of the colleges to the year 1950, at least. Planning for the gigantic task of reconversion in peacetime education must be done now, but the full plan cannot be put into effect before 1950.

Our survey of some of the factors or forces at work in shaping the colleges is not complete without a glance backward at the depression, that dark monster of ignoble memory which lived from the year 1929 to the year 1939. This black giant delivered several blows upon the body of college education, but his most serious thrusts are "telegraphed punches" which are just beginning to land.

The one thing which the depression did more than anything else was to expose the weakness of a merely technical or specialized training. The skilled man or woman who could do one thing and only one thing was at a disadvantage before a man or woman of general education who could adapt to changing vocational opportunities with intelligent flexibility. Specialized training is suited to a stable social order, but it is soon weighed and found wanting in an unstable social order. College alumni untrained to face questions of value in ethics, economics, and politics are helpless before a world in which questions of meaning and value have to be settled before anything else can be settled.

If the depression was a relentless critic of pragmatic and utilitarian trends in college education, then President Robert Maynard Hutchins of Chicago University was its mouthpiece.

Becoming head of that University at the age of 29, after he had already been dean of Yale Law School, he began to say some cutting things about universities and colleges. He said that students in them study a clutter of facts without learning the meaning of the facts or seeing how they fit together to make a pattern of any kind. He said that specialization of the curriculum into divisions and departments and branches of branches and courses within branches had proceeded to the point where one educated man in one branch could not understand what another educated man was talking about—and this in spite of the fact that both were human beings and were intended to live in the same world and help make social order. He accused the colleges of training men to make a living when they were not trained to make a life. He even said that one could expect almost anything from the college except the ability to think and engage in the intellectual life.

With a good deal that he was saying, American educators found themselves in agreement. We did need to learn more about critical and creative thinking than we were. We did need to see the meaning of the facts we had been accumulating and memorizing.

Then President Hutchins made his fatal blunder. He proposed the removal of all vocational training from the university and the placing of it in technical and professional "institutes" to be entered after college. He proposed a return to a curriculum of logic and philosophy designed to recreate the classical mind by indoctrinating everyone in the metaphysics of Aristotle as seen through the system of Thomas Aquinas. And he began to act in accordance with his new ideas. He hired professors who agreed with him, while being forced to keep others who were steeped in pragmatism and instrumentalism. He even started a college, St. John's College at Annapolis, Maryland, and made a curriculum without any electives based on the reading and mastery of 100 prescribed books and he appointed his own president to administer it. This same man recently threw a bombshell into the hall of

educators by announcing a two-year college degree of Bachelor of Arts. Some of his pyrotechnics are beginning to backfire upon him, for just recently 250 of his professors who have little stomach for the classical tradition and the metaphysics of Aristotle, joined in a denunciation and revolt. What we are witnessing at Chicago is a clash of opposites in educational philosophy, which clash will reverberate throughout the whole structure of American college education. It is far from being a local row.

Until now we have been considering some of the backgrounds of future college education. It has been necessary to see these before looking for the institution which will emerge from them. Now let us pass on to our predictions.

FOUR PREDICTIONS

First, the years immediately after the armistice will find colleges bursting with students. Enrollments will increase enormously. This would have been true without the G. I. Bill of Rights. With that source of educational subsidy it will be doubly true. After the first initial influx, say at the end of the first five years, the enrollment will subside toward the prewar level, and a great many colleges will find that they have overbuilt and overexpanded. As a result, many small, private colleges will go down.

Second, the death of numerous small colleges because of financial reverses in the 1950's will combine with the new governmental stake in the universities and colleges to produce a deeper and deeper penetration of politics into higher education. The state and controls devised by the state are likely to have more and more to do with all our life, our educational activities included. Having learned to use the colleges for the purposes of war, the state will be less reluctant to command them for its purposes in peace. The temptation to use these same schools for ideological and propaganda purposes—that is, the tendency to throttle free enquiry and unbiased scholarship—will grow or decline in direct proportion to the intensity of the social crisis

which may be generated. What one sees of Governor Talmadge's interference with the University of Georgia, of Governor Neely's arbitrary dismissals in West Virginia University, and of Governor Coke Stevenson's silent hand behind the dismissal of President Homer Rainey of the University of Texas is not too reassuring at this point.

A number of private schools with great toughness and ingenuity will be able to hold themselves free of such governmental regulation, and to such schools we must look for most of the intellectual pioneering of the future.

To support this prediction, I should like to quote Professor P. A. Sorokin, head of the department of sociology at Harvard. He writes in *Man and Society in Calamity*: "Private educational institutions will tend to disappear in favor of public or state-controlled institutions. Their autonomy from government control will decrease. The educational curricula and policies will necessarily change with each replacement of one governmental faction by another. As the factions will be shifting fairly rapidly, and at the same time sharply differing from one another, the programs and curricula will be perpetually upset and increasingly chaotic." (p. 314).

Third, I predict the battle of the poles in educational policy. Following Professor Theodore M. Green of Princeton, I refer to four pairs of opposites:

a. Narrow vocational training versus mere academic instruction, useless to life. We can characterize this tension as the pull toward the extreme of vocationalism gone mad and intellectualism gone mad. I do not believe extreme vocationalism will stand up to the future because the occupational scene will be shifting and because we need socially minded citizens who will see beyond their own specialty and their own pay check. I do not believe an elite class of cultured gentlemen, whose hands are not soiled by toil, will be able to help us, because we need not two classes of society, thinkers and workers, but one class—thoughtful workmen. Nevertheless, institutions will spring up to express and

cater to both extremes.

b. Academic *laissez faire* versus academic regimentation, i.e., "leaving the student entirely to his own devices (in an unrestricted elective system) as against the opposite extreme of imposing upon him a cut and dried curriculum in which he has no choice," as St. John's has done and Mr. Hutchins would do for all of us. This tension expresses the general movement of our world in economics and politics away from irresponsible freedom toward the opposite pole of extreme authority and control from above. If the one gave us chaos, the other will give us a dull and uncreative uniformity which will carry us straight back to the barren formalism of medieval days.

c. Irresponsible academic "objectivity" versus dogmatic indoctrination and propaganda. On the one hand, there will be the effort to perpetuate the fallacy that education can divorce the intellect from the convictions and decisions of a responsible moral agent, and on the other hand, there will be the attempt to clamp down a system of political and social values from above and to secure blind and uninformed commitment to that system of values.

d. Secular indifference to religion versus religious intolerance. Most education in our time has been guilty of an implied anti-religious prejudice. It has expressed that prejudice by excluding religion from its curriculum or by restricting it, thus saying by its action: "Religion is not so important as these other things." We are going to swing away from this in a great many schools and there is danger of an opposite extreme, in a spirit of dogmatism and fanaticism which is as great a sin against religious openmindedness as that of which secularism has been guilty.

It is clear that the creative path for the liberal arts college will be the middle road between these extremes, and it is equally clear that some of the colleges all the time and all of the colleges some of the time will exemplify one pole or another of these opposites. For instance, in the years following the war it seems probable that the vocational emphasis will predominate. To quote Sorokin again, "Ever-increasing emphasis will be given to the

training of practical technicians of war and revolution, . . . of hygiene and medicine, and of industry and farming . . ." (p. 313). There will be a later reaction away from this utilitarianism and the reaction itself may be extreme.

"Later on, after the end of the calamities, this practical Philistinism will be powerfully counteracted by the opposite trend toward deeper, more adequate systems for the cultivation of creative human genius in all fields, and especially in those of religion, ethics, humanities, and in the social sciences. All of this will be of a less clerical, less superficial, and less specialized nature than in the transitory period." (p. 314).

My fourth prediction is this: Liberal education, redefined and clarified, will reassert itself. This means that we will get a rather clear idea about what a liberally educated man ought to know, that the courses of a curriculum will be tied together as they have not been in a century, that the elective system will be sharply restricted although not completely abolished, that literature, religion, and philosophy will acquire a new favor, that the number of courses offered the undergraduate will decline abruptly, and that many courses now given in college will be reserved for the graduate and professional school.

We can even press a little further and predict the outlines of a liberal arts curriculum. Although we have praised liberal education copiously in recent years we have grown more and more vague about its content. Assemblies of college presidents and educators have often done nothing but add more fog to our understanding of the issue. Professor Green of Princeton was, therefore, ingenious when he asked such a gathering if the educators could not agree upon a picture of a man who is not liberally educated. This is what he said:

"Would you agree, I wonder, that a person who is quite illiterate and inarticulate; ignorant of all the important facts regarding himself and his environment and devoid of all intellectual curiosity; insensitive to all aesthetic, moral, and religious values; unintegrated, provincial, and prejudiced, the slave of

social convention and the easy victim of propaganda; with no sense of social responsibility and no ability to contribute to the needs of society in any way—would you agree that such an individual was not liberally educated?"

He then turns to the positive side of the picture:

"... Would you also agree that it is the proper function of liberal education to make men and women as literate and articulate as possible; to help them acquire important information regarding themselves and the world in which they live, and more particularly, to know how to acquire new information when the need arises; to cultivate to the utmost their appreciation of beauty in art and in nature, to acquire a sensitivity for human values and human relationships, and, above all, to come to understand the meaning of religious communion and the power of Christian love; to become, so far as possible, fully integrated persons, at one with themselves and in vital relation to their society and the spiritual order; to rise above enslaving provincialisms and to see life in a wise and humane perspective; and thus to take their place in a democratic society as responsible citizens fully aware of the duties and privileges of human freedom?"

Liberal education after such a pattern is a high goal. We will reach it in a few exceptional colleges in ten years and in the majority of them we may reach it in a generation. *The chief obstacle to its realization is the fact that few members of the faculties of these schools have themselves acquired such a liberal education. Before we can proceed very far we shall have to educate the educators! This is by no means impossible, but it is difficult.*

Up until now college life all across America has been marvelously uniform and homogeneous. In the years just ahead there will be variety and conflict of educational theory and methods. Extremes will emerge. Perhaps some entirely new type of institution will appear as new and as indigenous to our age as the monastery was to the middle ages. It will be exciting and exhilarating to live and work in a college, or to watch it as it makes its way across the years ahead.

Some Recent Negro Men of Science

CLARENCE W. WRIGHT, *Chairman, Division of Natural Sciences*
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IN A PREVIOUS article,¹ the writer discussed the life and achievements of Ernest Everett Just, internationally known biologist. In this article the writer wishes to discuss the lives and achievements of Elmer Samuel Imes and Robert Coleman, Jr., the former a mathematician and physicist, the latter a mathematician.

ELMER SAMUEL IMES

Another scientist of the Negro race whose influence was felt in physics and mathematics during the period in which he lived was Elmer Samuel Imes, born on October 12, 1883, in Memphis, Tennessee.² He died in New York City from carcinoma of the throat on September 11, 1941. It is quite singular that the death of Ernest E. Just followed so close (forty-seven days) the death of Imes. The passing of these two scientists was a great loss to the scientific world. Swann, an eminent American physicist, commenting upon the death of Imes had this to say:

In the death of Elmer Samuel Imes science loses a valuable physicist, an inspiring personality and a man cultured in many fields. It was the writer's privilege to become acquainted with Professor Imes in his undergraduate student days at the University of Michigan where his research laboratory was a Mecca for those who sought an atmosphere of calm and contentment. Peacefully smoking his pipe, Imes could always be relied upon to bring to any discussion an atmosphere of philosophic soundness and levelheaded practicalness. Gifted, moreover, with a poetic disposition he was widely read in literature and discriminating and ardent appreciator of music. He

¹This is the second of three articles on this subject by the writer. The first one was published in the December, 1943 issue of this *Quarterly*.

²Much of the information contained herein was approved by Dr. Imes prior to his death.

had a delightful sense of humor and a skill in repartee, which he always used, however, with the kindness and consideration so characteristic of his sensitive nature. In his passing his many friends mourn the loss of a distinguished scholar and fine gentleman."

In 1903, Imes graduated from Fisk University with the bachelor of arts degree and later did graduate work there. He entered the graduate school at the University of Michigan in the fall of 1915 and held a University Fellowship in physics from 1916 to 1918. After studying for three years at the latter University, the degree of doctor of philosophy was conferred upon him. His doctoral dissertation was "Measurement on the Near Infra-Red Absorption Spectra of Certain Diatomic Gases." The experimental work which this thesis represented established for the first time that the quantum theory could be extended to include the rotational states of the molecule, which up to that time had been considered not subject to quantization. The results of Imes' work, together with other work which followed at the University of Michigan, stimulated enormous interest in the "Infra-Red Investigation of Molecular Phenomena." After the investigations of Imes at the University of Michigan an abstract of his work titled "The Fine Structure of the Near Infra-Red Absorption Bands of the Gases, HCl, HBr, and HF"³ was presented at the meeting of the American Physical Society held in Chicago on November 29, 1919. As a result of this presentation new interest was aroused among physicists as to the possibilities of molecular physics. Many outstanding authorities in physics verified Imes' work and discovered that it was experimentally valid and had a very real practical value to industry. The eminent German scholar, Arnold Sommerfeld, Professor of Theoretical Physics at University of Munich, included

³W. F. G. Swann, "Elmer Samuel Imes," *Science*, 94:600-601, September, 1941.

⁴H. M. Randall and E. S. Imes, "The Fine Structure of Near Infra-Red Absorption Bands of the Gases HCl, HBr, and HF," *Physical Review*, 15:152-155, February, 1920.

Imes' studies in his original German textbook, "Atombau Und Spektrallinien."⁵ In the English translation of this book Sommerfeld had this to say:

Rotation-Vibration Spectra, resolved into lines, have been investigated with great precision in the laboratory of Ann Arbor University by the methods devised by Randall. The first important results were obtained by Imes for HF, HCl, and HBr.⁶

A detailed account of his investigations was published in the *Astro-Physical Journal*.⁷ Imes' work and influence on early molecular physics can be shown by the fact that both American and European scholars have referred to his work in technical papers as well as in textbooks. Henry L. Brose, English physicist, translated the German edition of "Atombau Und Spektrallinien" on atomic physics which contained some of Imes' studies. Later Francis I. G. Rawlins and Alfred M. Taylor, two English scholars of Cambridge University, wrote a book, "Infra-Red Analysis of Molecular Structure" in which they referred to Imes' study as "classical work."⁸ These authorities further stated:

Probably the greatest refinement yet reached in this type of work is that accomplished by Imes in 1919, using an apparatus consisting of what was practically two spectrometers in tandem, the first working on the Littrow principle with a rock-salt prism of large size, but with an angle of only eighteen degrees, the second with reflection grading. In this way, over-lapping of spectral orders was avoided, and the dispersion of the system was very great. Such an arrangement

⁵Arnold Sommerfeld, *Atombau Und Spektrallinien*, Druck Und Verlag Von Friedr, Vieweg Und Sohn Akt Ges, Braunschweig, 1924, die Ceite, 710.

⁶Arnold Sommerfeld, *Atomic Structure and Spectra Lines*, New York: E. P. Dutton and Company, 1933, pp. 561-562.

⁷Elmer Samuel Imes, "Measurements on the Near Infra-Red Absorption of Some Diatomic Gases," *Astro-Physical Journal*, 50:251-276, November, 1919.

⁸Francis I. G. Rawlins and Alfred M. Taylor, *Infra-Red Analysis of Molecular Structure*, Cambridge, England: Cambridge University Press, 1929, p. 14.

was essential if advantage was to be taken by the comparatively wide spacing of the lines given by HF, HCl, and HBr.⁹

A study of the problems of molecular physics before and after Imes' investigations will show the worth of his contributions to this branch of knowledge. Imes was a research physicist in charge of the consulting laboratory of the Burrows Magnetic Equipment Corporation. When this company merged with the Federated Engineering Development Corporation, he retained the same position. This connection covered the years 1918 to 1926. From 1926 to 1930, he was a research engineer for N. A. Everett Railway Signal Corporation. In both of these connections, he developed several patents on magnetic testing devices for railway signaling.

A GREAT TEACHER

After Imes had distinguished himself in science and industry, and acquired rich and varied experiences in physics, he was called back to Fisk University in 1930 to become a professor of physics and the director of the department of physics. He served in this capacity until his untimely death in 1941.

Imes had proved himself to be an interesting and inspiring teacher. Prominent among his students was Dr. James L. Lawson, who received the degree of doctor of philosophy in physics from the University of Michigan in 1939. Recently, Dr. Lawson has filled the chair of physics at Fisk University left vacant by the passing of his friend and great teacher, Elmer Samuel Imes. A review of the literature shows that Professor Imes was the first American Negro to win the coveted doctor of philosophy degree in physics in 1916. He was a member of numerous scientific societies and a fellow of the American Association for the Advancement of Science. His name appears in the directory, *"The American Men of Science."*

⁹*Ibid.*, 17.

ROBERT COLEMAN, JR.

One who has shown great promise and talent as mathematician and is acknowledged as such by some eminent American mathematicians was Robert Coleman, Jr., (1915-1941) whose recent death at the age of twenty-five cut short a promising and brilliant career in the fields of mathematics and physics. Born in Texas, he left, at an early age, for Cleveland, Ohio, where he completed his high school and college education. Coleman received the bachelor of science degree at the age of seventeen, the youngest student to receive a degree from Western Reserve University. His excellent scholarship at this institution also won for him the coveted Phi Beta Kappa Key.

The late Mrs. Alexander H. Martin, a member of the board of education in Cleveland, did much in aiding Coleman to acquire an education. It was through the efforts of Mrs. Martin that Coleman became the protégé of Doctor and Mrs. Joseph S. Forrester of New York City, who later gave him the opportunity to pursue his studies in mathematics toward the Ph.D. degree. However, after Coleman had completed the required experimental research for this degree, he was advised in 1937 by Columbia University to get some teaching experience before attempting to write his dissertation. Doctor D. Ormond Walker, the then-President of Wilberforce University, gave Coleman an instructorship in mathematics and physics which he held creditably. Both his students and faculty colleagues were unusually fond of him and admired greatly the scholastic atmosphere which generated in the University community. One of his faculty colleagues had this to say:

Relative to Bob Coleman, I remember him as a very modest and highly sensitive young man with a superior mind. He visited my house two or three times a week and sometimes more often than that. He was interested in my wife's collection of classical music and played many selections since he was himself an accomplished pianist. He was also fond of chess and rarely made a visit without playing the piano or a game of chess or both. In his more serious moments, he has

frequently made the statement that he would like to devote his talents to "the service of humanity without fuss or feathers."¹⁰

While he was at Wilberforce Coleman published, in 1939, a scholarly paper on mathematics,¹¹ which attracted a great deal of attention among scientists. In 1940 he was granted a Rosenwald Fellowship which enabled him to re-enter Columbia University in September and write his Ph.D. dissertation on "The Development of Informal Geometry." He was awarded the Ph.D. degree in June, 1941. Coleman then returned to Wilberforce in September to resume his duties. While Coleman was away from the institution its administration had undergone a change and there is some evidence to indicate that this change worked to Coleman's disadvantage and caused him to become melancholy. His very promising career was suddenly cut short by his untimely death at Los Angeles, California, on November 21, 1941. The scientific world as well as the Negro race sustained a great loss in the death of this very promising young scientist whose intellect in such a short time shone with unusual brilliance.

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¹⁰From a letter to the writer by Mr. Ralph Nolan Pyrtle, professor of biology, Wilberforce University, January 5, 1944.

¹¹Robert Coleman, Jr., "Mathematics: Its Meaning and Its Value," *Wilberforce University Quarterly*, 1:36-43, December, 1939.

What the Negro Colleges Are Doing*

Edited by ANNE O'H. WILLIAMSON

The contribution to this column from the Fort Valley State College is especially significant in its implications of *real* education for *real* living. We commend it to our readers for their serious consideration.

INCREASING THE EDUCATIONAL LEVEL OF TEACHERS

Significant in the development of *Atlanta University's* program of graduate and professional study (which was initiated on April 1, 1929) was the opening of the new School of Education on September 19, 1944, under the direction of Dr. Alfonso Elder, a graduate of Atlanta University's Department of Education. The School of Education is an outgrowth of a need to meet the growing requirements of teachers and principals. It is also

*In the interest of increasing the value of the *Negro College Quarterly* to the clientele that it seeks to serve, we are planning a new feature for our magazine in which we will report significant educational activities initiated by Negro colleges. These activities might well include innovations or successful practices of organizational, administrative, and instructional character. Particularly suggestive would be reports indicating the improvement and extension of college and community relationships, and programs by which colleges have met and solved specific problems incident to their maintenance and progress. In this period of war-time stress, all colleges, and especially Negro colleges, have been faced with the necessity of adjustments to impinging conditions. Many of these changes will become permanent features of the post-war college. It will, therefore, be interesting and valuable to know what innovations have been found of such worth as to warrant incorporation as permanent features into the college program. We solicit the interest and cooperation of all Negro colleges. Please send all contributions to "What the Negro Colleges Are Doing," Box 54, Wilberforce University, Wilberforce, Ohio.

in keeping with the present trend to increase the educational level of teachers.

Recent projects in education fostered by Atlanta University include the program for the training of supervisors, the workshop for supervisors, the workshop for high school principals, and the Richmond County Workshop which was conducted during the past summer in cooperation with the Board of Education in Richmond County (Georgia), the State Department of Education, and Paine College in Augusta (Georgia).

EXPANSION OF HEALTH PROJECT

For many years *Bennett College* has emphasized and dramatized the importance of health to the nation and has been instrumental in promoting good health beyond the campus into the surrounding community. The first project in the series was the nursery school established on the campus. Later, the College organized a summer health camp for undernourished children which subsequently was enlarged to become a year-round health school. In the meantime the College has given great attention to the health of its students through an extensive health program directed by a full-time woman physician and a registered nurse on the campus.

The extended health project is an outgrowth of the above mentioned projects and is reaching into rural communities of Guilford county seeking to improve the general health of the families there. Already the project has resulted in the erection of sanitary toilets and the digging of wells at homes where these meagre facilities never existed. Other families have planned improvements in their homes to make them more livable while still others are erecting completely new structures.

NEW DEVICE FOR EVALUATING EDUCATION OF COLLEGE STUDENTS

The *Fort Valley State College*, at Fort Valley, Georgia, recently introduced the innovation of awarding credit for the

achievement of the objectives of the college as a prerequisite for graduation. Finding that even in a "progressive" educational atmosphere, the prepossession of students and faculty with "credits" and "units" makes functional education difficult, the College now requires for graduation, not only the 180 quarter hours of academic credit conventionally required for baccalaureate degrees and four-year teacher's certificates, but also 180 units of activities distributed over the following eight objectives of the College: health, earning a living, citizenship, scientific use and control of the natural environment, communication, aesthetic appreciation, recognition of education as a carrier of the social heritage, and ethical behavior (living the good life). Students are expected to accumulate 180 of these activities units at the same average rate of 15 per quarter, at which rate they now accumulate quarter hours of classroom credit. These "Activities-Objectives" units are classified in an arrangement parallel to the conventionally academic courses, and, in fact, represent an extension of course-work to living.

Although recent in application, the device has already proved its value in (a) modifying classroom instruction to fit objectives, (b) making students keenly aware of the meaning of "education" beyond an accumulation of academic credits, and (c) providing a systematic means for evaluating the success of the College in graduating *educated* men and women.

POSTWAR EDUCATION

Howard University is one of the institutions providing training for veterans of World War II under Public Laws No. 16 and No. 346 of the Congress of the United States.

Public Law No. 16 authorizes the Administrator of Veterans' Affairs to provide vocational rehabilitation for the discharged soldier with a disability incurred in service and who needs vocational rehabilitation to overcome this handicap. This applies to all persons discharged under conditions other than dishonorable.

This training for disabled veterans may extend as long as four years with the full support of the Government plus a minimum living allowance of \$92 a month with additional allowances for dependents. The disabled veteran is expected to take courses of training fitting him for work of which he is judged capable.

Public Law No. 346 or the so-called G.I. Bill of Rights gives every veteran the right to one year of subsidized education regardless of his age if his service has lasted for 90 days or more and if he is discharged under conditions other than dishonorable. The veterans under the age of 25 years upon entering, or older ones whose education actually was interrupted, may attend school beyond the initial year equivalent to the time they were in active service after September 16, 1940, up to a maximum of three additional years. The educational allowance under the G.I. Bill of Rights provides for the payment of tuition or other school fees up to a maximum of \$500 for the school year and subsistence allowance of \$50 a month for single men or \$75 a month for men with one or more dependents.

A central office has been established on the campus in Douglass Hall, Room 144, for the purpose of facilitating the admission of veterans to Howard University and for the further purpose of counselling them during their study at the University. This office is supervised by Mr. Carroll L. Miller, counselor in the College of Liberal Arts, and now director of the Veteran's Counseling and Advisory Service. His staff provides systematic advice and guidance to veterans on educational matters as well as on personal problems.

LOOKING AHEAD

President Benjamin E. Mays of *Morehouse College* reports: "We have no new organizational, administrative or instructional activities for the current year; however, a faculty committee is studying our set-up here with a view of outlining our program

for the next ten years or more. We have a professor away this year studying Counseling, looking forward to the education of returning soldiers."

REVALUATION OF AIMS AND OBJECTIVES

Morgan State College is taking slow but sure steps to improve the quality of its faculty in both personnel and attitude; it is continuously studying its curriculum, its student personnel problems, its instructional techniques, and, at present, it is engaged in an intensive re-evaluation of its aims and purposes. Within the framework of these studies, current problems of "war veterans," "postwar planning," etc., receive consideration in the proper context. To assist its thinking, the College is inviting experts from nearby colleges to discuss problems facing it.

STEPS TOWARD IMPROVEMENT OF STUDENT OUTPUT

For a number of years *Tuskegee Institute* has been opened with an "All Institute Conference" composed of the entire faculty and, for some of the sessions, student representatives. At these conferences major problems of policy are discussed. The faculty meetings during the college year, for the most part, grow out of the problems and questions raised at the "All Institute Conference" in the fall. This year, faculty meetings are organized around the following three general topics: improvement of instructional practices, improvement of facilities for research and professional development, improvement of guidance. Effort has been made in these meetings to approach the problem from the point of view of the best existing educational practices. This is done usually through the presentation of a paper upon the specific subject by someone in the field. This is followed by a panel-forum discussion after which the planning committee ferrets out material upon

which the faculty is likely to reach a decision. This is then brought to the faculty at a subsequent meeting and decisions with reference to general procedures for carrying out the policy are made. Progress reports are given periodically by the agencies or groups within whose scope the responsibilities of carrying out the wishes of the faculty fall.

In mid-year the College attempts to check the validity of classification made upon the basis of the placement tests in English and elementary mathematics. These tests are given at the opening of school and students are placed in remedial, average, or advanced sections in these subjects, accordingly. In order to safeguard against error in any individual case, the English and mathematics departments may recommend to the Course of Study Committee the advancement or demotion of any student in Freshman English and Freshman mathematics. It is interesting to note that while the test results are valid in the aggregate, there are several instances of students whose performance on the entrance tests was only average, but whose subsequent work was such that they were advanced in from one to two quarters of Freshman work. It is seldom that students so advanced, after the careful consideration of the departments concerned, fail to live up to expectations.

College Notes and News

Edited by JOSEPH H. REASON

W. E. B. Du Bois, professor of sociology; William Stanley Braithwaite, professor of creative literature; and Hattie V. Feger, professor of education, have been retired by the trustees of *Atlanta University*.

David D. Jones, president of *Bennett College*, was elected to membership on the board of directors of the Association of American Colleges at the annual session held recently at Atlantic City. Dr. Jones has been active in the Association for several years and has been a member of its commission on liberal education since 1942.

Joseph J. Rhoads, president of *Bishop College*, announced recently that the Reverend Jesse J. McNeil, pastor of the Spruce Street Baptist Church, Nashville, Tennessee, will be dean of the school of religion at Bishop. Dr. McNeil succeeds William R. Strassner who has taken a similar position at Shaw University.

Marion Cuthbert, for several years a staff member of the national board of the Young Women's Christian Association, has been appointed to the faculty of *Brooklyn College*.

John M. Ross, associate professor of drama at *Dillard University*, recently attended a meeting of the Committee on Mass Education in New York. The Committee which is sponsored by the American Film Center and the Rosenwald Foundation decided to produce three films, one of which will be based on a script written by Ross and entitled "The Story of Francis Brown," a story about domestic workers.

Arthur L. Kidd, registrar of *Florida A. & M. College*, has been granted a leave of absence to take a position as field officer with the United Nations Relief and Rehabilitation Administration. During the absence of Mr. Kidd, who is awaiting assignment, E. P. Southall, dean of the college, is acting as registrar.

John Lee Tilley, dean of the school of religion at Shaw University for the past fifteen years, has been selected for the presidency of *Florida Normal and Industrial College* at St. Augustine, Florida. Mr. Tilley succeeds William H. Gray, Jr., who is now president of Florida A. & M. College.

J. W. Haywood, president of Morristown Normal and Industrial College, is now president of *Gammon Theological Seminary*, Atlanta, Georgia, where he succeeds Willis J. King, recently elected bishop to Africa by the Methodist Episcopal Church.

J. Saunders Redding, assistant professor of English at *Hampton Institute*, is spending the year writing a novel about the relationship of the middle-class Negro to his environment. He was awarded a Guggenheim Fellowship for this purpose.

L. F. Palmer, who was principal of the Huntington High School of Newport News, Virginia, for twenty years, is now director of a new project in teacher education sponsored by Hampton Institute and the General Education Board.

Leander L. Boykin, dean of men at Fayetteville State Teachers College, is now dean of students at Hampton Institute.

Among the new teachers at *Howard University* are Arthur P. Davis, professor of English, formerly of Virginia Union; Miss Flemmie P. Kittrell, professor of home economics and head of the department, formerly dean of women at Hampton Institute; Matthew J. Whitehead, assistant registrar, formerly of State Teachers College, Elizabeth City, North Carolina; and Melvin H. Watson, acting dean of chapel, formerly of Dillard University.

Mr. Watson is serving in the place of Howard Thurman who is on leave to assist in the establishment of the Fellowship Church of All Peoples at San Francisco, California.

Louia Vaughn Jones, instructor in violin at Howard University, is on leave this year to study at the University of Michigan. In August, before leaving for Ann Arbor, Mr. Jones played first violin with the National Symphony Orchestra in Washington, D. C.

Scovel Richardson is now dean of the law school of *Lincoln University*; he succeeded William E. Taylor who was dean from 1939 to 1944 and who has been retained as professor of law.

D. Eric Moore, former librarian of the law school of North Carolina College for Negroes, is now chief librarian of Lincoln University.

Benjamin E. Mays, president of *Morehouse College*, was elected vice president of the Federal Council of Churches, the central body of American Protestantism. Dr. Mays, who was educated at Bates College and the University of Chicago, was dean of the Howard University School of Religion for several years prior to 1940 when he went to Morehouse.

Miss Eva B. Dykes, one of the first Negro women to receive the doctorate, resigned her position as professor of English at Howard University to accept a similar position at *Oakwood College*, Huntsville, Alabama.

In order to take care of a capacity enrolment at *Shaw University*, President Robert P. Daniel has added several teachers to his faculty; among them are: George J. Davis, mathematics; Charles H. Pugh, physics; Mrs. Vivian K. Cameron, social sciences; G. E. Cheek, director of public relations and alumni secretary; and William R. Strassner, dean of the school of religion.

Felton G. Clark, president of *Southern University*, was elected president of the Association of Colleges and Secondary

Schools for Negroes during the eleventh annual conference of the Association held at South Carolina State College.

Richard I. McKinney, formerly dean of the theological school of Virginia Union University, is now president of *Storer College*. Dr. McKinney is the fourth president of Storer, one of our oldest colleges, and the first Negro to hold that office.

Charles H. Bynum, assistant to the president of *Tuskegee Institute*, has been appointed to the staff of the National Foundation for Infantile Paralysis. He will be responsible for the dissemination of information about the disease and the work of the Foundation.

Jean Fairfax, formerly of Kentucky State College, is now dean of women at *Tuskegee Institute*.

Walter N. Ridley, professor of psychology at *Virginia State College*, was elected president of the American Teachers Association at the convention held last August.

Mrs. Bertha Gibbs and Miss M. Virginia Jones have been appointed librarian and assistant librarian, respectively, of *Virginia Union University*.

Reverend Charles E. Stewart, pastor of the Emmanuel A.M.E. Church of Portsmouth, Virginia, since 1936, resigned his position to become the University pastor and also professor and counselor in the Payne Theological Seminary at *Wilberforce University*. Dr. Stewart, an alumnus of Wilberforce, has served as pastor of several churches in the East where he is well-known for his great interest in young people.

Dr. Dean S. Yarbrough, head of the department of sociology, is on leave of absence to take the position as club director for the Red Cross for the duration of World War II. On completion of his training in Washington he will leave for work in the European and Eastern theaters of war.

Mrs. Elizabeth Anderson, formerly dean of women at Virginia State College, was elected for a similar position at Wilberforce beginning October, 1944.

Dr. Jean Hamilton Walls, Southern University, Scotlandville, Louisiana, is the first woman Ph.D. on Wilberforce faculty. She was elected as assistant professor of mathematics to begin service with the fall term of 1944-45.

As a result of the active campaign carried on by President Charles H. Wesley with the full cooperation of Bishops Ransom and Gregg, the twenty-year old mortgage debt on Wilberforce University has been reduced from \$119,500, as of January 1944, to \$50,000. It is hoped that a drive being spear-headed by Bishop Sims will aid considerably in clearing the University entirely of debt by June 1945.

From Other Magazines

Edited by HUGH H. SMYTHE AND MABEL M. SMYTHE

EDUCATIONAL POLICIES AND METHOD

"Poison in the Academic Ivy."
By Joseph A. Brandt. *The Saturday Review of Literature*,
January 13, 1945, pp. 5-7.

The general concept of the duties of a president of a college or university is Early American or Early Victorian. He is expected to be a fount of all knowledge who never offends anyone. He must be a "Christian" gentleman.

The late Walter Jessup, then President of the Carnegie corporation, said in 1944 that educational institutions had become big business and that managerial ability had come to outrank educational leadership in the selection of a college or university president.

Faculty members, says Mr. Brandt, are more interested in preserving faculty rights and prerogatives than in education, alumni are more interested in athletics, and trustees often work mainly to protect the world from dangerous thoughts. This leaves the president as the major voice of educational objectives. Accordingly, despite the problems facing the president, his primary qualification for his position should be an appreciation of educational and democratic ideals and courage to work for them.

"The Threat to American Education." By Robert M. Hutchins. *Collier's*, December 30, 1944, pp. 20-21.

The G. I. Bill of Rights (the Servicemen's Readjustment Act of 1944) recognizes the fact that free tuition, and books, and equipment do not add up to free education. It attempts to incorporate into our national policy the principle that there must be no relation between the education of a citizen and the income of his parents. But, as the Act stands, it threatens to demoralize education and defraud the veteran; for unless the educational program of the veteran can be safeguarded, it will degenerate into a vocational training program at a time when industry has simplified most industrial operations to the point where they can be performed by twelve-year-olds.

The remedy to this situation lies in requiring national examinations to determine the veteran's chance of succeeding in and profiting by his proposed educational program.

It must be understood that education is no device for coping with mass unemployment. That problem cannot be evaded by putting the unemployed in school and hoping for the best.

"The Field Trip: Education by Contact." Gustave Schwamm.

The Educational Screen, November, 1944, pp. 391-394.

The field trip is life itself, or part of it. It is real, dramatic, and more than a substitute for verbalism. The trip in question was a visit to a court. It shows the benefit to be derived from such trips when there is preparation before and follow-up after the event, as well as the help which comes from cooperation on the part of agency and class.

"Citizenship, Education, and Culture." By Scudder McKeel. *The American Journal of Sociology*, November, 1944, pp. 208-213.

Capitalism in its pre-war form has been a historic, but not an inevitable, accompaniment of democracy. The doctrine that morality and economic self-interest necessarily coincide must be abandoned. The people, as consumers and citizens, can solve the problems of unemployment and inequality and determine the economic and hence the moral basis of reconstructed society.

Radio Education Number. *Education*, December, 1944.

The editor of this special issue, Max J. Herzberg, points out in the opening article the fact that while radio has been a daily American habit for twenty years, it has failed to make the deep impression on our pedagogy that it has made elsewhere in American life. Current developments indicate that in the future we shall use it in many ways as a

source of information and culture. It is to be expected that into every classroom radio will bring data with a liveliness and immediacy not to be found elsewhere. This can be done with no loss to the importance of the individual teacher.

Other articles in this number deal with various special aspects of education by radio.

"The Need for New Perspectives in Education." By Harold D. Smith. *The Educational Record*, October, 1944, pp. 337-348.

The author, Director of the United States Bureau of the Budget since 1939, asks for an evaluation of our educational policies and traditions in the light of urgent new demands on the educational system. He sees the function of education as training for democracy, but knows this "can be perverted into a system of indoctrination for selfish and tyrannical ends."

He questions the "mass-production" approach to education and the rigidity of the educational pattern. He questions the indefinite maintenance of educational personnel, which promotes a static attitude toward the job and permanence of placement regardless of competence. He sees a cloistered attitude among educators, who remove themselves from the community and the realistic world.

While educators have been fearful of government contributions to the development of educational opportunities, they are so entrenched in

our educational system that there is little danger of their losing their influence to the government. What is needed in this situation is participation in government on their part.

THE TEACHING OF ENGLISH

“Campus Idol or Faith Betrayed.” By Harold C. Binkley. *Association of American Colleges Bulletin*, December, 1944, pp. 570-577.

Mr. Binkley analyzes what he calls “the sacred cow of Freshman English in American colleges and universities” to see what are its purposes, its content, and its success in achieving its aims. The diversity of methods and purposes of these courses seems far too great to support the idea that all institutions are working for the same goal.

The author proposes a plan for improving English: (1) specific recommendations as to the method of teaching and (2) the participation of *all* teachers in the guidance of the student’s use of English.

“Achieving Continuity in High-School and College English.” By Robert C. Pooley. *College English*, December, 1944, pp. 149-156.

This program to make the teaching of English and its application more concrete and practical includes seven recommendations: (1) the formation of a commission to prepare a simple statement of what the well-prepared college freshman

should be able to do with English; (2) the definition of standards in English mutually arrived at by representatives of high schools and colleges; (3) a practice (on the part of college instructors) of visiting several high schools each year; (4) regular attendance at meetings of state associations of teachers of English and participation in their activities; (5) theme evaluation services given by college instructors to high school seniors; (6) promotion of research in the techniques of measuring adequately the results of sound English instruction; (7) inclusion in the freshman English teaching staff (in colleges and universities having teachers fully or primarily occupied in teaching freshman English) of an experienced and qualified high-school English teacher as guest instructor for a year.

The University of Wisconsin has approved this plan and is to put it into effect in the near future.

“Visual Aids in the Language Arts Program.” By Victor Coles. *The Elementary English Review*, November, 1944, pp. 256-261.

Visual aids can be used effectively to enrich the language arts program. The simplest means of initiating such a plan is through the use of still or flat pictures which are common, available, and have long been recognized as valuable aids in the transmission of ideas. These pictures are interest-building, have direct appeal, and are cheap.

THE COMICS AND EDUCATION

The Comics as an Educational Medium. *The Journal of Educational Sociology*, December, 1944.

Harvey W. Zorbaugh, the editor of this special issue, points out that more than 70,000,000 Americans are addicted to reading comic strips. He felt it timely to subject this cultural phenomenon to dispassionate scrutiny in order to understand and make greater use of this medium of communication and social influence.

The entire issue ably discusses this popular feature of American life as a means of instruction. Methods, psychology, and history are among the aspects of the subject discussed in other articles in this issue.

"The Comic Books Again." By David T. Armstrong. *The Elementary English Review*, December, 1944, pp. 283-285, 300.

In spite of the minor deleterious effects which may accrue as a result of children's reading comic books, on the credit side a fair appraisal by the author concedes the following: (1) usually the vocabulary is on a high level, (2) this type of presentation encourages reading and increases reading speed, (3) the values stressed in the comic books read are generally wholesome, (4) the books appeal to a large audience, many of whom are school children who are not doing well in school. To these children we are not teaching very much, since our textbooks and class-

room procedures are above them. The comic books, being to their liking, offer an incentive for learning to replace that which we have failed to provide.

EMPLOYMENT AND EDUCATION

"Negro Employment: A Curriculum Unit." By Helen B. Goetsch. *Social Education*, December, 1944, pp. 357-360.

After observing that nothing in our text books dealt with Negro employment, the author developed the idea of instituting a plan of work to compensate for this lack. The twelfth grade unit described in this article was prepared at the Harvard University Workshop for Intercultural Education and administered by the author, a teacher in the Rufus King High School in Milwaukee.

The unit is designed to provide the students with techniques for solving such problems as: (1) what our democratic concept of equality of opportunity connotes in relation to Negro employment; (2) the present status of Negro employment; (3) why it is important to eliminate discrimination in Negro employment; (4) hopeful signs toward better employment practices; (5) techniques and tactics needed for taking action to increase opportunities for Negroes in employment. The author feels that besides integrating an aspect of intercultural education into our social studies, the learning experiences resulting from this unit should be valuable from the standpoint of general education.

"The Future of Industrial Arts and Vocational Education." By Al W. Meyn. *Industrial Arts and Vocational Education*, January, 1945, p. 1.

The future of industrial arts can be summarized as follows: The only way industrial arts and vocational education can go is forward, and while this progress may be looked upon by some as merely an inclusion into general education, it is nevertheless progress. Industrial arts for all is the order of the day on the general education level. Vocational education will temporarily decline in total enrollments but will eventually advance to a point far beyond present conceptions.

OTHER ARTICLES OF INTEREST

"Those Student Nominations." By M. N. Todd. *The Journal of Education*, November, 1944, pp. 264-265.

Decrying the evils of putting incompetent students in offices of school organizations, the author suggests a plan which has been operating successfully and effectively for many years in an Illinois high school. It has insured the selection

and election of the cream of the student body. While there are some disadvantages in the system, the election of good officers more than compensates for them; and the fact that it has had the distinction of not having failed in fifteen years demonstrates its value.

"The Amazing Failure of Physical Education." By Frederick R. Rogers. *The School Board Journal*, December, 1944, pp. 17-19.

During the past twenty-five years the conduct of physical education in the schools and colleges of the United States has become a secret but real national scandal. From World War I to World War II the percentage of physically unfit men of military age has increased. The obstructive actions of some self-styled educators in the field of physical fitness are coming to light, and it is well-nigh impossible to secure from city and university physical education departments results comparable to those in other branches of education. Even in the area of sports, the favored child of this field, much remains to be done which could have been accomplished by properly trained and purposeful teachers.

A Selected Annotated List of Books By or About the Negro

Published from August thru December 1944

Compiled by MOLLIE E. DUNLAP

(Books are listed in alphabetical order of authors.)

The Negro in American Life. By John Becker. New York: Julian Messner, Incorporated, 1944. Pp. 53. \$2.50.

Sponsored by the Council against Intolerance in America, and bearing a preface by that fearless champion of Negro rights, Lillian Smith, this book attempts to present, in pictures, the contribution of the Negro to American life from the days of the American Revolution to the present. The book is an outgrowth of an exhibit of placards which the Council first presented early in 1944. The demand for the exhibit became so great that the sponsors decided to put it into this permanent form.

A Faith to Free the People. By Cedric Belfrage. New York: The Dryden Press, Inc., 1944. Pp. 317. \$2.75

This biography of Claude Williams, director of the People's Institute of Applied Religion, appeared in an English edition in 1939, and in an earlier American edition in 1940 under the title *South of God*. "Trials, persecutions, beatings were his reward for dynamically applying

Christianity to the problems of the people." (Publisher). The book contains a chapter called "Nigger-Lover."

Prize Stories of 1944. Edited by Herschell Brickell. New York: Doubleday, Doran and Company, 1944. Pp. xix, 268. \$2.50.

Contains two short stories on the Negro: (1) *Health Card* by Frank G. Yerby and (2) *Soldier of the Republic* by Morton Fineman. Yerby's story appeared in Harper's Magazine and won the special prize of \$100 for the best first published story. Fineman's story first ran in *Harper's Bazaar*.

Deep River. By Henrietta Buckmaster. New York: Harcourt, Brace and Company, 1944. Pp. 481. \$3.00.

"An historical novel of Georgia during the last two years before the Civil War. The chief characters are Simon Bliss, an educated mountaineer who leads in the fight against slavery and for the Union, and Savanna, his wife, a gently reared daughter of the plantations."—*Book Review Digest*, November, 1944.

Stories by Erksine Caldwell. Selected with Introduction by Henry Seidel Canby. New York: Duell, Sloan and Pearce, 1944. Pp. 237. \$2.50.

Half of the stories in this collection are about the Negro. Concerning them Mr. Canby says in the Introduction: "There is no preaching in these stories, but only the most insensitive reader can miss the passionate revolt against a vicious system which holds the Negro down in order that a decaying white culture can keep some self-respect in its ignorance and poverty. If Caldwell's sympathy seems always with the Negro, it is probably because he feels that the Negro has retained more humanity and vitality than his oppressors. He is evicted, beaten, shot, lynched, but it is the decadent white who really has been deeply scarred by what has happened."

The Winds of Fear. By Hodding Carter. New York: Farrar and Rinehart, Incorporated, 1944. Pp. 278. \$2.50.

A realistic, non-sentimental novel by a white southern newspaper reporter, who gives objectively the evils of both sides of the race question. The efforts of a young Negro doctor to remedy conditions meet with frustration and he finally departs from town in order to avoid possible lynching. A ray of hope is embodied in the attitude of a liberal young journalist, a wounded veteran of the present war.

Escape the Thunder. By William Laurence Coleman. New York: E. P. Dutton and Company, 1944. Pp. 185. \$2.00.

Novel of Negro life in Montgomery, Alabama.

"Were You There When They Crucified My Lord?" (A Negro Spiritual in Illustrations.) By Allan Roban Crite. Cambridge, Massachusetts: Harvard University Press, 1944. Pp. 79. \$3.00.

(See review in December 1944 issue of the *Negro College Quarterly*.)

Encyclopedia of the Negro. Edited by William Edward Burghardt DuBois and Guy B. Johnson. New York: H. W. Wilson Company, 1944. Pp. 250. \$2.75.

The preparatory volume of a long awaited reference tool, which contains an alphabetical list of subjects dealing with the Negro race and a list of source material for each subject. The leading article is written by the editors and Anson Phelps Stokes contributed the Introduction. "Library resources for Negro studies in the United States and abroad" is discussed by L. D. Reddick. Rayford Logan prepared a bibliography of bibliographies. Other sections include appendices telling the history of the Encyclopedia from its inception in 1932, articles of incorporation, lists of Directors, Advisory Board, and Editorial Staff.

Freedom Road. By Howard Melvin Fast. New York: Duell,

Sloan and Company, 1944. Pp. 263. \$2.75.

(See review in December 1944 issue of *Negro College Quarterly*.)

Dr. George Washington Carver, Scientist. By Shirley Graham and George D. Lipscomb. New York: Julian Messner, Incorporated, 1944. Pp. 248. \$2.50.

Written for young people, this biography of the famous American Negro scientist places great emphasis upon his boyhood. A chronology, recipes for dishes from peanuts, a bibliography, and an index are included.

Some of My Best Friends are Soldiers. By Margaret Halsey. New York: Simon and Schuster, 1944. Pp. 207. \$2.50.

"This book is in the form of a series of letters written by a young woman to her brother in the army, and it achieves unity through the extensive attention given the subject of race prejudice. The girl who is perceptive and has a civilized point of view, advises her brother how to deal with the prejudice against Negroes which he encounters among soldiers from the South and writes him at length about the anti-semitism she encounters at the service men's canteen where she works." — *New Yorker*, September 23, 1944.

Unsung Americans Sung. Edited by William Christopher Handy. New York: Handy Brothers Music Company, 1650 Broadway, 1944. Pp. 236. \$3.50.

"... a volume of text and musical compositions in which many of the Negro heroes and heroines are extolled in song. . . . The music and letter press of the book are excellent but the pen drawings leave much to be desired. Mr. Handy has made a fine contribution to interracial understanding in this very unusual volume and also has given us a record of a phase of Americana which deserves preservation." — B. Meredith Cadman in *Etude*, November 1944.

Among those included in the book are Ira Aldridge, Benjamin Banneker, Richard Allen, George W. Carver, Frederick Douglas, and Paul Laurence Dunbar.

Black Dawn. By Theda Kenyon. New York: Julian Messner, Incorporated, 1944. Pp. 384. \$2.75.

A story of Reconstruction days in Virginia, this book centers around the experiences of a young northern white woman who went South to teach Negroes to read and write and understand their freedom.

Citizen Toussaint. By Ralph Koringold. Boston: Little, Brown and Company, 1944. Pp. 358. \$3.00.

(See review in December 1944 issue of the *Negro College Quarterly*.)

Blind Spots: Experiments in the Self-Cure of Race Prejudice. By Henry Smith Leiper. New and Revised Edition. New York: The Friendship Press, 1944. Pp. 146. \$1; Paper, \$.60.

"A religious worker . . . writes of race prejudice and the need of recognizing our own irrational views. Simply written in anecdotal style."—Booklist, January 15, 1945.

What the Negro Wants. Edited by Rayford Whittingham Logan. Chapel Hill, North Carolina: University of North Carolina Press, 1944. Pp. 352. \$3.50.

(See review in December 1944 issue of the *Negro College Quarterly*.)

Rising Above Color. Edited by Philip Henry Lotz. New York: Association Press, 1944. Pp. 112. \$1.50.

These simply written biographical sketches are of essential value for young people. The thirteen Negroes included are: Carver, DuBois, Moton, Coleridge-Taylor, Marian Anderson, Richard Allen, Frederick Douglass, D. H. Williams, Booker T. Washington, Roland Hayes, Paul L. Dunbar, Walter White, and J. W. Johnson.

Journey Through Chaos. By Agnes E. Meyer. New York: Harcourt, Brace and Company. Pp. xvii, 388. \$3.00.

" . . . a valuable estimate of the social havoc that has resulted in American life due to the war. . . . Particularly significant are Mrs. Meyer's chapters on the 'Negro in the Army' and the 'Critical Negro Housing Situation in Washington.' She takes a sane, sober stand on both, recognizing that the Negro has become America's No. 1 problem."—

Ben Burns in *Chicago Defender*, October 14, 1944.

The Negro Handbook, 1944. Compiled and Edited by Florence Murray. New York: Current Reference Publications, 1944. Pp. 283. \$3.50.

This second edition of a very useful handbook covers the years of 1942 and 1943. The aim, according to the Foreword, is to present current factual information concerning Negroes in the United States in a concise and handy medium, and, in so doing, to give a picture of this racial group in American life. Facts and figures are given without analysis or evaluation and some historical matter is included.

Without Bitterness. By A. A. Nwafor Orizu. New York: Creative Age Press, 1944. Pp. xiv, 305. \$3.00.

Prince Orizu, who inherited the throne of Nigeria, was educated at Lincoln, Ohio State, and Columbia universities. In this book he has written "a penetrating study not only of Africa but of America's attitude toward Africa. . . . Particularly interesting to American Negroes will be Prince Orizu's sober approach to the question of relations between Negroes in Africa and the U. S. A. He accuses both sides of misunderstanding and prejudice and outlines some frank proposals for a better exchange of ideas."—Ben Burns in *Chicago Defender*, October 14, 1944.

Democracy Begins at Home; the Tennessee Fight on the Poll

Tax. By Jennings Perry. Philadelphia: J. B. Lippincott Company, 1944. Pp. 280. \$3.00.

"This is the exciting, even thrilling account of the determined up-hill fight to restore tax-free franchise to Tennessee, . . . To date, repeal of the tax has been nullified by an adverse decision of the Tennessee Supreme Court (Crump-controlled). Legislation before Congress to end tax disenfranchisement in all America is blocked by the same forces." — *Library Journal*, September 1, 1944.

Fire Bell in the Night. By Constance Robertson. New York: Henry Holt and Company, 1944. Pp. 342. \$2.75.

Syracuse, New York, just before the Civil War, is the locale of this story of the underground railroad. Historically accurate.

Cross Section. A Collection of New American Writing. Edited by Edwin Seaver. New York: L. B. Fischer Company, 1944. Pp. 559. \$3.50.

This collection of verse and prose heretofore unpublished, written by Americans, includes poems, short stories, novelettes, and plays. Richard Wright and Langston Hughes are among the authors.

Negro Types. By Meg Gehrts Schomburgh. London: George

Routledge and Sons, 1944. Pp. xv, 65. 3s. 6d.

65 pictures as seen by the camera.

My Happy Days. By Mrs. Jane Dabney Shackelford, Washington: The Associated Publishers, 1944. Pp. 121. \$2.15.

"This is a photographic representation of the real life of a happy boy in a home where he has the companionship of a bright sister and the comradeship of intelligent parents who, taking seriously the future of their children, endeavor to guide them properly in their studies, in their recreation, in their participation in the work of the home, and in their contacts with persons and things." — *Negro History Bulletin*, January, 1945.

Rendezvous with America. By Melvin B. Tolson. New York: Dodd, Mead and Company, 1944. Pp. 126. \$2.00.

(See review in December 1944 issue of the *Negro College Quarterly*.)

Black Man in White America. Revised Edition. By John George Van Deusen. Washington: Associated Publishers, 1944. Pp. 381. \$3.25.

The first edition of this book appeared in 1938. In the revised edition the author has added about 43 pages of text; devoted two chapters, instead of one, to "The Wage Earner"; deleted the chapter on "The Forgotten Man of the New Deal"; and added one called "In Defense of the Flag."

Additions have been made to the bibliography and statistics have been brought up to date.

Tuskegee and the Black Belt; a Portrait of a Race. By Anne Kendrick Walker. Richmond: Dietz Press, 1944. Pp. xlix, 210. \$3.00.

"A factual presentation of the Negro, his achievements, his handicaps, and his grievances, against the background of the Black Belt. . . . Illustrations of 37 lithographs, etchings, oils, sculpture and photographic studies of the Negroes."—Publishers' Catalog.

Anthology of American Negro Literature. Edited by Sylvestre C. Watkins. New York: The Modern Library, 1944. Pp. xiv, 481. \$95.

(See annotation in December issue of the *Negro College Quarterly*.)

Slavery and Capitalism. By Eric Williams. Chapel Hill: University of North Carolina Press, 1944. Pp. ix, 285. \$3.00.

"West Indian-born Williams, who is a political science professor at Howard University, has done a re-

markable job of assembling a wealth of new and old facts to demonstrate quite effectively the economics behind emancipation. His graphic picture of how slavery . . . created the resources for industrial capitalism which in turn destroyed the slave system, is a valuable addition to the growing literature on the role of Negroes in building world civilization."—Ben Burns in the *Chicago Defender*, December 23, 1944.

(See our "Book Review" section for a full length review of this book.)

PAMPHLETS

The Black and White of Rejections for Military Service. By The American Teachers Association. Montgomery, Alabama: H. Councill Trenholm, Box 271, 1944.

Prepared by a special committee of the American Teachers Association, this report was presented at the 41st annual convention in August 1944. "In the spirit of the effort which is being made by all the revelations of this War crisis which may have major significance for our post-war efforts in education and in our other areas of national development, this study has been made."—H. Councill Trenholm in an advertising letter.

Book Reviews

Capitalism and Slavery. By Eric Williams. Chapel Hill, N. C.: University of North Carolina Press, 1944. Pp. ix, 285 (notes, bibliography, index). \$3.00.

Serious students of economic history will for long remain indebted to Dr. Eric Williams for his scholarly study of the relationship between capitalism and slavery. A work of this kind has been long overdue and Dr. Williams has filled the need in brilliant fashion. In doing so, he has made a lasting contribution to the economic and historical literature of the eighteenth and early nineteenth centuries.

It is significant that Dr. Williams, assistant professor of social and political science at Howard University, is a native of Trinidad, British West Indies. He was educated at Queen's Royal College, Trinidad, and at Oxford University. At present he is a member of the Anglo-American Caribbean Commission and has written extensively on West Indian slavery and the slave trade.

Dr. Williams' thesis is that the slave trade and slavery of the seventeenth and eighteenth centuries afforded the wealth which financed the Industrial Revolution in England. Later this mechanical monster—industrial capitalism — turned upon and destroyed the very slave system which had brought it into being. The author deals mainly with West In-

dian slavery and the slave traffic in the Indies.

Among the topics treated are: "The Origin of Negro Slavery," "The Development of the Slave Trade," British Commerce and the Triangular Trade," "British Industry and the Triangular Trade," and "British Capitalism from 1783-1833."

Although much of the general material in the early chapters is not new, the author gives new interpretations to old ideas or lends fresh emphasis to facts not heretofore stressed. Slavery was not a racial but an economic phenomenon which enslaved whites, Indians, and Negroes indiscriminately. The traffic in white (indentured servants) was a big business in seventeenth century England. The capital amassed from it financed the Negro slave trade of Bristol, Liverpool, and other seaports. That whites could not endure plantation labor in the New World is a myth which, it is to be hoped, Dr. Williams has exploded for all time by citing pertinent examples of whites working efficiently in the tropical and subtropical areas of Georgia, Barbadoes, Jamaica, and Australia.

Not everyone will agree with Dr. Williams that the origin of Negro slavery in the West Indies and the American mainland was economic and not geographic, but no one can deny that he has supported his con-

tention with a bristling array of facts.

The acquisition of the British sugar islands in the West Indies brought about the famous triangular slave trade. Traffic in Negroes became the backbone of English wealth during the later seventeenth and eighteenth centuries. Between 1680 and 1786, more than 2,000,000 Negroes were brought into the English colonies. Slavery and the slave trade had startling effects upon English economy and social life. It made great seaports of Liverpool, Glasgow, and Bristol, and stimulated the manufacture of textiles, iron, brass, copper, and heavy industry; it built up sugar refining and rum distillation into important businesses. Manchester, Sheffield, Birmingham, and Bristol produced numerous goods for the African trade. The West Indian planters, fattening on the profits from protected sugar culture, formed a powerful vested interest which dominated British commercial policy until 1783. The "best" people in England, as in New England, participated in and made fortunes out of the slave trade. By 1783, these earnings had been invested in banks, heavy industry, and insurance companies. When the American Revolution ruined the slave trade, swept away mercantilism and left the British sugar interests powerless before the cheaper French producing islands, the sun of the British sugar planter had set.

As British capitalists saw the possibilities of the Industrial Revolution and the possibilities of capturing world markets, they turned their backs on protecting slavery and the

slave trade. Here was no room for monopoly, such as the West India sugar interests had enjoyed. In quick succession, cotton manufacturers, ironmasters, sugar refiners, ship-builders, and even the great slave importers who had gorged themselves upon the wealth of the slave trade, now renounced the West Indian planters. The emancipation of the slaves was due not so much to humanitarian zeal, but to economic factors. Furthermore, the slaves, instead of waiting docilely for emancipation, often took matters into their own hands and repeatedly revolted, albeit unsuccessfully.

In producing this volume, which is the outgrowth of a doctoral thesis presented to Oxford University, Dr. Williams has been diligent in his search for materials. He has leaned heavily upon manuscript sources from British libraries, some of them hitherto unused. He has also exploited the more generally known British and American sources as well as the most important secondary works. The historian will revel in the excellent critical essay on authorities. The book is adequately indexed.

Minor shortcomings are noticeable. It is regrettable that the notes appear in the appendix rather than at the foot of each page. This arrangement makes it awkward for the reader to refer to them. A few typographical errors appear: "epuipage" for "equipage" (p. 180), "explicity" for "explicitly" (p. 182), and "constitents" for "constituents" (p. 191). These deficiencies, however, are

minor, and hardly detract from the excellence of this splendid study.

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